DOCUMENT RESUME

ED 373 497 EC 303 266

AUTHOR Smith, Donna
TITLE Including Students Who Are Physically Handicapped with Nonhandicapped Peers through Integration in Non-Academic Activities.
PUB DATE 93
NOTE 42p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Art Activities; Attitude Change; Elementary Education; *Inclusive Schools; Lunch Programs; *Mainstreaming; *Peer Relationship; *Physical Disabilities; *Social Integration; Student Attitudes
IDENTIFIERS *Reverse Mainstreaming

ABSTRACT

This practicum was designed to increase the inclusion of elementary-level students who have physical disabilities with their nondisabled peers in art, recess, and media center activities. Regular education classes were invited to join the art activities in the self-contained class for the students with physical disabilities, and a total of four regular classes participated in at least two sessions. Disabled and nondisabled students were teamed to produce multicultural art projects using ceramic clay. Students from the self-contained classroom also attended lunch at the same time as their same-age peers, went through the lunch line with them, sat at tables with them, and cleaned their tables together. Informal evaluation indicated that regular students began greeting the special education students when they encountered them on campus and the playground. Greetings of special education students to the regular education students were limited. In the beginning, regular education students were reluctant to assist the students with disabilities, but by the end of the classes they were independently working with each other. Teachers made many positive comments about the experience. (Contains 26 references.) (Author/JDD)

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ED 373 497

Including Students who are Physically Handicapped with Nonhandicapped Peers through Integration in Non-Academic Activities

by

Donna Smith

Cluster 52

A Practicum I Report Presented
to the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Nancy Gretzinger, Ed.D.

Regional Director of Special Education

Mesa, Arizona

December 27, 1993

Date

This practicum report was submitted by Donna Smith under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

January 10, 1994

Date of Final Approval of Report

Mary Staggs, Ed.D., Advisor

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ABSTRACT

Including Students who are Physically Handicapped with Nonhandicapped Peers through Integration in Non-Academic Activities. Smith, Donna, 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Inclusion/Physically Handicapped/ Mentally Handicapped/Art/Multi-Cultural.

This practicum was designed to increase the inclusion of students who are physically handicapped with their nonhandicapped peers in art, recess, and media center. Art classes were organized to include regular classes with students in the physically handicapped self-contained class. Regular classes were invited to join the art activities with each class participating in at least two sessions. A total of four regular classes joined the special education class for the art activities.

The writer designed lessons to teach the students multi-cultural art projects using ceramic clay.

Results indicated an increased amount of time the regular and special education students spent together during the art projects. Overall an increased amount of time the special education students were mainstreamed was observed.

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2-4-94 Donna Smith

CHAPTER I

BACKGROUND

Description of the Community

The work setting is an elementary school with grades kindergarten through sixth located in a large metropolitan area in the southwestern United States. The school is located in the largest district in the state with approximately 60,000 students. The school system which consists of elementary, junior high, and high schools has a special education population approaching 5,000 students. The socio-economic status of the city is varied with a median income of $15,000. A large number of homes are headed by a single parent.

Writer's Work Setting and Role

The school population includes a variety of students from a vast ethnic background and students with special needs. The population of the school site consists of more than 700 students.

The school organization divides regular students into three levels. The first level consists of students who are mono-lingual with Spanish as their primary language. The second level has students considered at-risk and some bi-

lingual students. Students in the third level are English-speaking students working on grade level.

The special education program at the school includes six special education classes for Kindergarten through the sixth grade and one preschool class. Three classes of students who are physically handicapped (PH) attend the school. One PH class is a resource class with students attending regular classes for more than four hours each day. Two resource classrooms serve learning disabled (LD) students. The school's preschool program serves developmentally delayed students aged three through five.

Students in the self-contained PH program have unique needs which can be characterized by the functional ability of the child. During the 1992-1993 school year, these students were divided into three groups according to needs and functionality. During the 1993-1994 school year, the students were grouped heterogeneously rather than being grouped by similarities.

Students in the program vary by intellectual as well as physical functioning. Intellectual functioning may range from normal to the mentally handicapped range. Orthopedic functioning may be quadriplegic, paraplegic, hemiplegic, or diplegic.

Unique needs of students in non-academic tasks varies with the amount of orthopedic or neurological impairment. Student feeding needs differ, but most students require some

assistance in meal preparation or feeding. Students previously were unable to access the school playground but now access a new playground designed to accommodate students with equipment ramps, wheelchair swings, and adapted swings. PH students experience fine motor difficulties which makes gripping utensils, writing tools, or drawing instruments tedious.

The school campus includes permanent and portable classrooms which house 31 regular classrooms, 6 special education classes, music, art, and physical education classes. Classrooms are in separate buildings with limited access to one another. Students in the PH self-contained classrooms are housed in a building along with the resource PH classroom.

Writer's Role in the Work Setting

The writer's role in the work setting during the 1992-1993 school year included teaching the physically handicapped self-contained class which was designed for functional programming. During the 1993-1994 school year, the role of the writer was changed. Students were grouped heterogeneously with a variety of grade levels and abilities present in the class. The configuration of the PH classrooms provided students with academic programming, community-based instruction, and mainstreaming opportunities in academic and non-academic areas as described by the Individualized Education Plan (IEP). The writer's role was

changed to one of the facilitation of students' inclusion in academic areas for those students who were participating with a regular class and the teaching of other areas of academics.

Previous experience of the writer included a background in both the regular and special education settings. The writer had ten years of experience in the regular class including experience with intermediate and primary aged groups. In addition, the writer worked in the regular class with mainstreamed PH students and served as an intervention teacher to assist teachers with mainstreamed learning disabled and emotionally handicapped students.

The writer had recent experience in working with special populations and the arts. The writer worked with state agencies and private agencies to promote art activities which joined artists with special education students. Grant writing experience for state art councils and local mini-grants was developed while working in previous schools. The writer worked with community groups to solicit resources from local businesses and government agencies to complete projects for special education and the arts. The writer served on the school arts team to promote art in the work setting.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Physically handicapped students participated in limited mainstreaming activities with regular students. Contact was maintained with regular elementary students through structured activities such as lunch, assemblies or special activities. The mainstreaming of PH students in regular classes was guided by the student's Individualized Education Plan.

Physically handicapped students participated in scheduled activities for socialization. PH students in the self-contained class ate with other PH students in a segregated area in the multi-purpose room. The PH students used a playground designed especially for handicapped students which is separate from the regular students' playground. All PH students attended regular music class but attended media center with the self-contained special education class. PH students attended some assemblies at the same time as regular students.

PH students were mainstreamed for academics according to the student's IEP. One student in the self-contained class attended regular class for social studies and story

time. Other students attended only music classes with the regular class. At the end of the 1992-1993 school year one student left the program to go to a junior high; one student transferred to another class. In the beginning of the following year two students remained in the class and were joined by four new students. The four new students had a variety of opportunities to work with regular students. One student was mainstreamed for most of the school day, and three were mainstreamed for limited academics, music, and media center activities.

Art classes for physically handicapped students occurred in a segregated setting on a weekly basis. PH students participated in art activities in the special education department. Regular intermediate students participated in art class with an art instructor.

The problem was that students in the self-contained physically handicapped class did not attend art class or media center activities with regular students. The PH students did not fully participate with regular students for lunch activities or recess. Inclusion of PH students with their regular education peers was very limited.

Problem Documentation

The problem was documented by the writer in informal interviews with regular teachers and administrators to discuss mainstreaming possibilities for physically handicapped students. The writer observed teacher

complaints and resistance to mainstreaming during attempts to mainstream students for socialization.

Teachers spoke of large class sizes and the additional responsibility of PH students. A few teachers stated they had consistently been chosen for special students so several PH students were already in their class. Teachers discussed the extra time that PH students required in the class. Teachers stated more interruptions took place when PH students were in the regular class because they entered after classes started and sometimes left during classroom activities.

The regular students' reactions to physically handicapped students were observed by the writer during recess, lunch, and class activities. Students complained about having to take one special student from the lunch area to recess. Reactions of regular students to PH students were observed on several occasions. Students were observed making inappropriate calls to PH students. Students were observed making inappropriate gestures to students such as patting students who use wheelchairs on the head.

Observed interactions of PH students and regular students included limited initial greetings of PH students by regular students and minimal PH student reactions to greetings. During one observation of a second grade class by the writer, the student was greeted by two regular students but did not reciprocate the greeting. During an

observation of one student after two months of mainstreaming to a regular class, all students initiated a greeting with greetings being returned minimally by the PH student.

PH students' initiation of a greeting to regular students was minimal. PH students were observed by the writer in casual situations with no contact initiated by the PH students. One student in the PH classroom was observed in lunchroom contact with regular students with the PH student initiating conversation. Negative responses by regular students were returned such as laughing or mimicking. PH student continuation of a conversation after an initial greeting was non-existent.

Causative Analysis

Analysis of the problem revealed several reasons for the limited mainstreaming of physically handicapped students. The current configuration of the school was developed to aid teachers with large numbers of Spanish speaking students and bi-lingual students. During the 1992-1993 school year, students began a new program with levels to accommodate students who were at-risk, Spanish speaking or bi-lingual. Teachers in the mono-lingual classes had small numbers of students but served mono-lingual students or students with special problems. Teachers in the transitional classes had a larger number of students who were considered at-risk or who were bi-lingual. Teachers in the regular classes had the largest number of students which

included learning disabled students and physically handicapped students. Students in the resource PH classroom were mainstreamed primarily in the regular classes as were students in the self-contained physically handicapped classes.

Some students in the self-contained PH classroom are also mentally handicapped. These students do not achieve at the academic level of their age-appropriate nonhandicapped peers. There were two possible environments where students could be placed. The students were placed in classrooms with students who were age-appropriate but not academically appropriate, or the students were placed in classrooms with students who were not age-appropriate but were academically appropriate. Teachers did not agree with placements that were not age-appropriate in the regular class especially when older pre-adolescent handicapped students were placed with younger children.

Teachers felt they did not have the training or time to work with handicapped students and had past experiences with PH mainstreamed students which were negative. These perceptions resulted from several reasons. First, students were mainstreamed who were not prepared academically for the regular class. Second, students were mainstreamed who were behavior problems in the regular class. In addition, regular teachers did not feel they had the time to participate in the extra meetings required for special

education students. Next, regular teachers felt they did not have enough support from the special education department. Finally, regular teachers felt there were too many interruptions to the class when students were mainstreamed.

Relationship of the Problem to the Literature

A search of the literature revealed issues when PH students were not mainstreamed in the regular class and difficulties with the facilitation of the mainstreaming process when students were mainstreamed. Henley (1992) describes the difficulties of physically handicapped students in the art classroom. Physical manipulation of art instruments and materials is difficult for PH students. A more sophisticated level of instruction is present in the intermediate art class for regular students than is present in a class for special students. Because of these factors, maintaining a child's self esteem may be difficult. On the positive side, integration in art activities provided opportunities for students to participate in art activities not available in the self-contained classroom (Henley, 1990).

Special class placement isolates students with special needs and does not promote satisfactory attitudes toward mildly handicapped students. Fox (1989) and Sabornie (1985) reported rejection of learning disabled students by their peers because of a limited perception of the handicapped

student. Rejection of mildly handicapped students by nonhandicapped students occurs more often than with their peers (Larrivee & Horne, 1991). Staff attitudes towards mainstreaming were more positive after teachers had mainstreamed students in their class when a no-choice integration policy was established (Harvey, 1992).

Designating a population of students as special and regular incorrectly points to a dual system of teaching when in fact there are less differences in programs and students (Stainback & Stainback, 1984). The dual system of teaching does not provide an appropriate education for exceptional students (Wang, Reynolds, & Walberg, 1986). In the study by Roberts and Zubrick (1992), teachers rejected handicapped students and were influenced by the teacher's perception of academic functioning, the peer understanding of the disruptive behavior of handicapped students, and the student realization of academic behavior.

Students should be thought of as an individual rather than handicapped or nonhandicapped (Lynn, 1986). In an interview of 19 teachers who had severely handicapped students in their classroom, 17 teachers expressed transformational experiences after having those students integrated in their classroom (Giangreco, Dennis, & Cloniger, 1993). Teachers in their study related positive experiences and expressed differences in their own expectations after having the students in their class.

Integration of severely and profoundly handicapped students promotes positive attitudes towards individualism (Condon, York, Heal, & Fortschneider, 1986). Communication with nonhandicapped peers does not occur when PH students are in a segregated setting. Communication with nonhandicapped peers by handicapped students was more difficult in the study by Nisbet, Zanella, and Miller (1984).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal that was projected for this practicum was that PH students and regular students will interact and relate to each other appropriately in social and non-academic educational settings.

Expected Outcomes

It was expected that PH students would greet regular students appropriately, and PH students would respond to greetings by regular students.

Regular students would increase appropriate interactions with the PH students. Students would greet PH students appropriately. Students would respond to PH students' greetings.

PH students would develop classroom skills to facilitate mainstreaming for academic purposes. Students would attend to teacher directions in a large group setting. Students would follow directions given to a large group.

Measurement of Outcomes

The method of evaluation included anecdotal records and

charts maintained by the writer. Student progress was observed by the special education teacher and instructional assistants. Data was recorded on data sheets with the following: (1) Amount of active student participation in each activity was observed, (2) Student time on task was observed, (3) The number of times the PH student correctly followed the direction of the teacher without prompting was recorded, (4) Regular and special education students' interactions was observed, (5) Regular student greetings of PH students and their replies was recorded, (6) PH student greetings of regular students and their replies were recorded, and (7) The amount of time students participated with regular classes was logged.

During the implementation data was recorded while students were participating with regular classes. First, the amount of time each student participated daily with a regular class was recorded on data sheets. Data sheets were also used to record the amount of active time on task of the PH student during each scheduled session, the number of times students greeted each other, and the number of appropriate interactions between students. Second, a point system was used to record the number of times PH students followed the teacher's directions. Students also received points for remaining on task during instructional times. The number of points each student received were plotted and presented in a graph. In order to track student behavior

during instructional time, the teacher and instructional assistants recorded information on data sheets.

CHAPTER IV

SOLUTION STRATEGY

Discussion of Solutions

A search of the literature revealed several activities which were designed to join regular and special students in regular settings. Some interventions were focused on the special education students. Using cooperative learning with mildly academically handicapped and nonhandicapped students promoted positive interactions between the students (Gartin, Murdick, & Digby, 1992; Slavin, Madden, & Leavey, 1984).

Student attitude changes can be achieved through the arts by experiencing role playing, using drama, reading literature, or doing art projects. Simulation training to help nonhandicapped students understand handicapping conditions was used by Wesson and Mandell (1989). Puppetry experiences (American Alliance for Health, Physical Education, and Recreation, 1978; Binkard, 1985) and drama ("Building Awareness", 1989) taught students about themselves and promoted positive self-esteem. Students can develop positive attitudes towards handicapped students through books designed to teach awareness of handicapping conditions (Hopkins, 1980). Teaming gifted students and regular students to complete art projects developed positive

relationships between the students (Haeny, 1989).

Handicapped student interventions were those activities which focused on the preparation of special students for mainstreaming experiences. A program to teach PH students socialization procedures by Brown, Ragland, and Bishop (1989) used structured activities to teach special education students to interact appropriately with regular students. Preparing students for mainstreaming by teaching students what to expect in the regular class was used to wean the special students from the self-contained environment (Salend, 1984).

Studies designed to provide instruction and assistance for teachers to help facilitate mainstreaming of special education students contributed to the success in some mainstreaming programs. Providing inservice activities for teachers helped teachers better prepare for students with special needs (Humphries, 1985; Salend, 1984; Wood & Seyfarth, 1985). Promoting better communication between the regular and special education teachers helped teachers develop skills to work with students (Salend, 1984). In a study by Wang (1983), inclusion of special education students through a team teaching model provided the opportunity for teachers to learn from each other increasing the amount of time students spent on learning.

Description of Selected Solution

Several activities designed to promote the inclusion of

PH students were selected. Students in the PH program worked with regular students in the area of art to create multi-cultural art projects. Students were mainstreamed for recess, lunch, and media activities.

Students in the PH program interacted with nonhandicapped students in the intermediate grades when the groups were teamed together to produce multi-cultural art projects using ceramic clay. PH students worked with the Academy, transition, and regular students at an age-appropriate level. The project had the support of the principal because the program promoted interaction between students in the Academy, the transition classes, and the regular classes.

The students in the PH classroom joined with regular students in art activities designed for participation by physically handicapped students. The art activities had already been taught to the PH students in the self-contained PH classroom increasing the level of success that could be achieved for the handicapped students. This enabled PH students to use their knowledge of art methods previously learned to work with students in the regular class more independently.

Other areas of non-academics were increased to include the students in other areas of mainstreaming. Students in the PH classroom attended media center activities with primary and intermediate classes. The students in the PH

classroom attended lunch at the same time as age appropriate peers, went through the lunch line with regular students, sat at tables with peers, and cleaned up their table as did regular students. The PH students attended recess with their peers.

Report of Action Taken

The steps taken in implementing the project included working with the regular teachers to plan the program, the time line, and the scheduling of the classes taught with the regular teachers.

The activities were planned so students could interact with their peers during different times of the day several times each week. Students began attending recess, art classes, and lunch in the beginning of the project. Media center activities were delayed until the second half of the project as described in the following paragraphs.

Students began attending lunch activities with regular classes immediately upon implementation. During the first week of the project all students began mainstreaming for lunch activities by learning to go through the cafeteria line with a regular class. Initially, all four students involved in the project during the 1992-1993 school year went through the lunch line but none of the students sat with their age appropriate peers until the 1993-1994 school year.

During the 1993-1994 school year, students were divided

into two groups so mainstreaming could be facilitated with their age-appropriate peers during the lunch hours. Two separate lunch hours were established for the special education classes so students could attend lunch with their grade level. In the beginning, students ate at the same time as their peers but needed continued encouragement to sit with their peers. The regular students eagerly asked the students to eat with them but finished eating quickly sometimes leaving the handicapped students alone for the remainder of the lunch period.

Needs of the students in the media center and schedule concerns were discussed with the media center staff and the writer, but students did not begin attending media center activities because the school year was coming to a close with only a few weeks remaining for students to check out books. The students attended media center with their peers during the 1993-1994 school year as regular classes began attending media center activities. Students attended with a regular class with an age-appropriate grade level.

The students began attending recess at the same time as their peers. Attempts were made to go to the regular playground, but the PH students were still learning to use the equipment on the PH playground and preferred staying on the special equipment. At the end of the 1992-1993 school year, students were not able to attend noon recess with the regular students because the extreme heat affected the

students adversely. Morning recess was scheduled, but few regular students were on the playground at that time.

In the beginning of the 1993-1994 school year, morning recess with the regular students was scheduled so the students could attend at the same time as their peers. Although students were slow to interact with the students, the PH students enjoyed being on the playground, and two students asked to go to the regular playground so they could drive their power wheelchairs on the large playground. The noon recess was scheduled during the lunch hour with their peers, but during this recess the students used the equipment on the PH playground.

Three grade levels participated in art activities to be completed with the PH students during the first six weeks of the project. The activities targeted two intermediate classes and one primary class because three students in the PH class were at the intermediate level and one was at the primary level. The activities lasted for four weeks in duration until the end of the 1992-1993 school year. The classes completed a ceramic clay mask which was glazed and fired. The writer served as the instructor for the class with support from the regular teachers and assistants.

Students in the intermediate class for mono-lingual students and students in an intermediate regular class joined with the PH students to design masks modeled after other cultures. The first week was used to explain the

process and cut out the mask pattern. The second week involved the same group of students who continued the mask project by cleaning and preparing the mask. During the third week students in the regular classes worked with the PH students to paint their masks. The fourth week of the activity was used for a make-up session for those students who were absent during the previous lessons. During these lessons the writer served as the primary instructor with the classroom teachers and instructional assistants working with the students to complete the masks.

One smaller project of a shorter duration promoted interactions between the primary class and the PH students. This activity was a pastel chalk drawing completed in one session.

During the final week of school for the 1992-1993 school year, no art class was held. This week was used to display the masks in the PH building. An announcement was made, and students from all regular classes were invited to come to the PH building to view the art exhibit. The masks were sent home with the students on the final day of school. A description of the project was in the district newsletter and the school newsletter.

In the beginning of the 1993-1994 school year, two classes at the intermediate level and two classes at the primary level again participated in art projects with the PH students. Four classes, two intermediate and two primary

classes, participated in the art activities during the 1993-1994 school year.

Students in the two primary classes began the project first. During the first session, the students introduced themselves to each other by saying their names. The students were paired with PH students and began working on the project. The classes began the project by cutting their project out of clay. The students hand-built bowls using white ceramic clay. The writer served as the instructor for the art project with the regular teachers and instructional assistants aiding the students.

The second group of students in the intermediate grades began the art sessions during the second week. All students once again introduced themselves to one another and were paired with PH students. The classes included several students from the previous school year so a different clay project was selected. The students began by cutting out the clay project. This group made hand-built pencil holders made with terra cotta clay.

Students in the primary grades attended the second art session during the third week and painted their project with transparent gloss glazes. During this session students began assisting the PH students in their project by helping the PH students paint their project.

The intermediate class attended the art class for their second instructional class. This session was used for

painting the piece using textured matte glazes. Students during this session participated with the PH students by aiding them in the completion of their project.

The final week of the project was used to complete art projects students did not have time to finish or was used as a make-up session for students who were absent.

When their projects were completed and fired, the final product was displayed in the media center. Students were invited to view the display. Because all students in the school attend the media center for regularly scheduled activities at least once every two weeks, the projects were left on display for two weeks so all students and staff could view the exhibit. Students were then allowed to take their project home. Many students in the intermediate classes kept their pencil holders at school to keep pencils on their desks.

Data was collected and finalized to be analyzed for presentation to those who were involved in the project. The project was described in the school newsletter.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem was that students in the PH classroom did not participate with the regular classes. Students in the self-contained physically handicapped class did not attend art class or media center activities with regular students. The PH students did not fully participate with regular students for lunch activities or recess. Inclusion of PH students with their regular education peers was very limited.

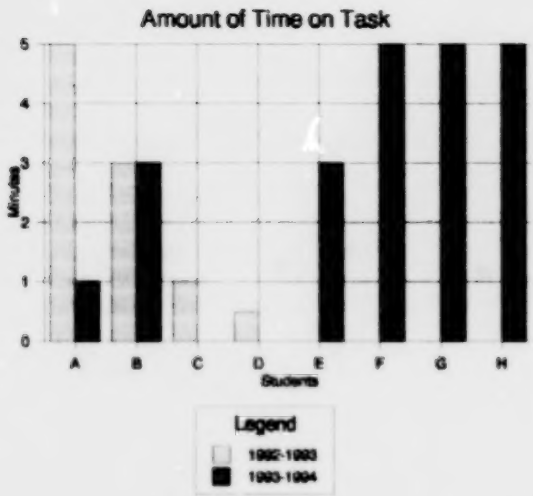
During the implementation, class participation in each art activity increased to a total of 90 minutes per week. Individual participation varied with the amount of time the students were present in the room. During the mask making project, all students were present for the entire 90 minute session except for one student's absence which occurred once during the project.

Because some students were mainstreamed during various times of the school day during the 1993-1994 school year, they were not all present during every art class. Three students who were not mainstreamed during the second 6 weeks of the project were present during the entire 90 minutes

scheduled each week. Three students during the second 6 weeks were able to participate for only 45 minutes, or one art class, because of their mainstreaming schedule. Active participation, defined as the amount of time the student worked with regular students on a project, increased from 0 minutes to 45 to 90 minutes per week.

The amount of time on task was measured as the amount of time a student actively worked on the art project without verbal intervention by the teacher or instructional assistant. The students were only timed once during each project. When students were not actually working on their project, they were expected to wait for instructions, listen to directions, or work independently on another part of the project. During these instances, time on task was not measured. The PH students did not increase the amount of time on task as measured in the beginning of the project as indicated in Table 1.

Table 1



Students C and D did not return for the 1993-1994 school year, and students E, F, G, and H were added to the program in the beginning of the 1993-1994 school year.

Students in the beginning of the project worked independently an average of one minute out of five. At the end of the project the amount of time had not significantly increased. Students were able to work with the clay independently but required assistance to manipulate the clay to complete the assigned task or project. Students were able to wait more appropriately for directions or assistance.

The number of times the students followed the directions of the teacher was measured as the student correctly going to the area of the classroom for instruction, requesting the necessary materials, and beginning the project with assistance. All students were able to go to the area of the classroom when instructed to do so. Three of the six students asked for materials when needed in at least three of six sessions. All students began the task when materials and assistance were available.

Interactions of the students varied with the individual students and the grade level and language level of the regular class. Students in the primary grade levels had fewer appropriate interactions than the intermediate grade levels. The intermediate level students independently had conversations with the PH students. They also provided assistance to the PH students in getting materials and in completion of the art project. During the clean-up time,

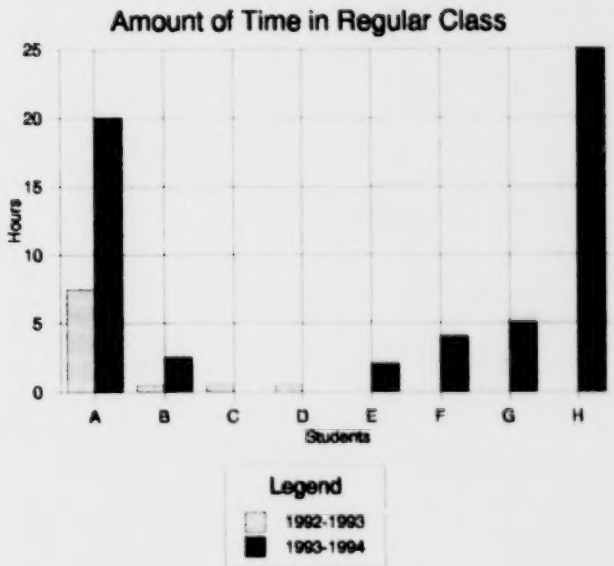
regular students assisted PH students in hand-washing and other clean-up tasks. The interactions transferred to other times of the school day. Regular students began greeting PH students when they were encountered on campus and the playground. Primary aged students increased their interactions although the interactions were occasionally inappropriate.

The greetings of PH students to the regular students were limited. Replies of the PH students to the regular students were also limited. Verbal prompting was given to the PH students in 5 out of 10 times when regular students greeted PH students. In many cases the regular students did not wait for the reply of the PH student so a response could not always be heard by the student. Independent responses to greetings were counted with PH students responding in 5 of 10 opportunities. This showed an increase from baseline data of independent responses in 2 of 10 opportunities.

The amount of time the PH students spent with regular students during the school day increased considerably. During the first month the amount of time students spent with regular students or in the regular class totaled 30 minutes each week. By the end of the third month, students were in regular classes or with nonhandicapped students a minimum of two hours per week and a maximum of twenty-five hours per week depending on individual students' IEP requirements and other opportunities. The results are

indicated in Table 2.

Table 2



Students C and D did not return for the 1993-1994 school year, and students E, F, G, and H were added to the program in the beginning of the 1993-1994 school year.

Discussion

Those students who were mainstreamed for most of the school day in academic classes or who had previous experience in the regular class were more independent and greeted students more appropriately. Students with limited mainstreaming opportunities were slower to respond to greetings or to carry on a conversation.

Perhaps the most positive results from the art projects could not be measured on data sheets. The students who came for the art classes were able to see how the handicapped students' classrooms were unique but similar to their own. Some of the mystique was removed. The students in the beginning of the art classes were reluctant to assist PH students, but by the end of the classes they were independently working with each other. They were also more friendly to the students and the staff when they were encountered on campus often calling each one by name.

The teachers made many positive comments about the experience. Several teachers commented that other teachers were interested in participating in future art classes. Several of the teachers involved in the art class expressed a desire to do more projects in the future. The school district art teacher began the planning stages in creating an art class on a regular basis which will include the PH students in a class with the nonhandicapped students. The

principal expressed positive comments on the projects and the subsequent display in the media center.

Positive public relations resulted. Several news items for school newsletters and district publications were submitted. Announcements were made to publicize the art project and two different art displays were held. One display was in the PH building allowing students from all classes the opportunity to visit the building and view the art projects. The other was held in the library so students, faculty, and parents could view the art.

Recommendations

More projects are recommended to determine the relationship between the amount of mainstreaming and the interactions between the regular students and the handicapped students.

One goal of the art class was to increase student's appropriate classroom behavior. More time would be necessary to make changes in the student's behavior that would significantly affect classroom behavior.

Because the students' gains in attending behaviors and social interactions showed little change or slight increases respectively, students will need continued training in these areas to ensure success in a regular class. More investigation into the training of these skills would need to be done to determine if training would be beneficial. Finally, inappropriate reactions to students who use

wheelchairs continues to occur. More work with students to increase their awareness and to train them to interact appropriately would need to be arranged in the work setting.

Dissemination

Plans to share the art project with other members of the faculty at the work site have begun. The writer has discussed with the art teacher the creation of a class for students in the PH program, students in regular classes, and students in the mono-lingual classes.

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